

## PRESENT SIGNIFICANT PRACTICES AFFECTING CHILD DEVELOPMENT

Although it is generally conceded by school people themselves that current remedial and corrective practices on the whole might well be improved, the efforts of those centers in the State that are forging ahead along this line must not be minimized. The brief statements of activities cited below are indicative of the most significant changes that are being made at the present time in various school units toward the improvement of school programs in general:

1. A brief survey was made recently regarding (1) certain specific pupil and teacher needs that were met satisfactorily during the last school term, and (2) the professional experiences participated in by teachers during the year. Teachers cooperated by filling out information blanks that called for some of the significant features characteristic of a meaningful program. Others helped by giving their frank and unbiased reaction to certain fundamental principles upon which a program of democratic living and learning must be based.

When the information was tabulated, the composite results indicated that the schools represented have made a bare beginning toward meeting some of the vital needs of children along the lines suggested,—for example, a thorough physical examination of each child and the elimination of defects found; facilities and necessary materials provided and used properly during the school day for resting and sleeping, for washing and drying hands, and so forth; opportunities for developing creative expression; and opportunities for social growth through active participation in the program in a variety of ways. It was encouraging to note, however, that the progress to date has been on a sane but progressive basis. Moreover, a foundation has been laid for rapid expansion from this point, provided proper professional guidance is available.

As a natural consequence, it followed rather logically from the record that the teachers, on the whole, were in need of the following professional assistance: (1) Constructive services of various State, county, and community agencies; (2) intelligent professional guidance in the solution of immediate problems and in the projection of desirable next steps; and (3) sufficient materials of varied type to promote healthful living and creative expression. A close-up view of the total data compiled furnished further contributing evidence that narrowed professional experiences, re-enforced by limited professional guidance, were helping to prevent many teachers from moving forward more successfully toward meeting the needs and interests of boys and girls.